

English Language and Intensive Literacy Program
Guidelines for Reviewing and Approving Grants
Approved by the State Board of Education, September 7, 2000

Applications for grants for the English Language and Intensive Literacy Program will be reviewed and approved according to the following guidelines.

1. The purposes of the English Learner Literacy Grants are to:
 - Provide increased instructional opportunities to pupils who are experiencing difficulty learning English and difficulty in reading.
 - Provide stimulating and enriching opportunities for all pupils to increase their English and literacy skills. (Education Code Section 422 (c)(1)(2))
2. A school district, county office of education, or charter school that serves English language learners may apply for a grant for up to \$400 per qualifying pupil to operate a program that provides multiple, intensive English language and literacy opportunities. [Education Code Section 422 (a)]
3. The applicant agency will be required to prepare and submit an application and a plan for a classroom-based program of intensive English language instruction that will provide 120 hours of language and literacy instruction to qualifying English language learners enrolled in kindergarten through grade twelve. [Education Code Section 424 (a)(b)]
4. Intensive English and literacy instruction shall be offered four hours per day for six continuous weeks during the summer or intersession unless due to facilities constraints or for other educational reasons, a school may offer instruction before school, after school, or on Saturdays. Consideration shall be given to age appropriate time schedules. [Education Code Section 423 (a)(b)]
5. Eligible pupils are those English language learners who the applicant agency determines are experiencing difficulty learning English and difficulty in reading. [Education Code Section 422 (c)(1)] The applicant will provide information on the process and indicators used to determine the pupils to be served. Indicators may include, but are not limited to, results of state approved assessments of language proficiency, the English Language Development exam (as available), Stanford Achievement Test 9, and Spanish Assessment of Basic Education 2.
6. Consistent with the law that requires that the application be submitted by October 1, 2000 [Education Code Section 424 (a)], we are recommending that the application will be submitted in two parts.

[The initial Request for Applications (RFA) was conducted during October 2, 2000 and November 15, 2000. The second RFA period is being conducted beginning January 2, 2001, with a final filing date of February 15, 2001. The second RFA is required to be submitted as one packet.]

- (A) Part I of the application will be due to the California Department of Education October 2, 2000 and will include information on the total number of English language learners in the service

area and the number of eligible English language learners the applicant plans to serve. The applicant will indicate the numbers of these students at the elementary, middle, and high school levels and will indicate, on a preliminary basis, the way in which services will be provided (summer school, intersession, before school, after school, Saturdays, and evenings).

(B) Part II of the application will be due to the California Department of Education November 15, 2000 and will include a plan for providing 120 hours of instruction for qualifying pupils. The application and plan [Education Code Section 424 (b)] will include the following:

- The number and percentage of English language learners in participating school(s). [Education Code Section 424 (b)(1)]
- The numbers of students to be served and their primary languages.
- The process and indicators used to determine student eligibility and priorities for service. Indicators include, but are not limited to, the results of the Standardized Testing and Reporting program and other test results.
- The proposed schedule for providing a minimum of 120 hours of instruction. [Education Code Section 424 (b)(2)]
- How instructional services to English language learners are coordinated with regular classroom instruction and are a part of a coordinated, schoolwide system of intervention that helps pupils attain mastery of standards. The applicant describes how state and local assessments guide instruction in the program and how available funding sources are coordinated to support English language learners within the program. If the program is to be combined with any existing programs for the same purpose, explain how funds will be combined to ensure that all legal requirements of the grant will be met.
- A plan for verifying that services have been provided to English language learners. [Education Code Section 424 (b)(3)] At minimum grantees will be required to document and certify that participating students have received 120 hours of service and provide STAR data for participating students from the regularly scheduled administration prior to the program and the next regularly scheduled administration after the program. The STAR data is only required if the student remains in the same district or the district has received STAR scores for the student from previous districts.
- The proposed staffing for the program, including the pertinent credentials and authorizations to teach English language learner students [Education Code Section 423 (c)]. A description of any training aligned to content standards and instructional materials that will be or has been provided to instructors related to this program.
- How instruction will be based on the English-Language Arts Content Standards, the Reading/Language Arts Framework, and the English Language Development Standards adopted by the State Board of Education for the grades and proficiency levels of the participating students. [Education Code Section 422 (d)(2)] The applicant will describe how the instructional activities provided will be enriching and stimulating and how services will help students master English-

language arts content standards. [Education Code Section 422 (a), 422 (c)(2)] The applicant will describe how the program and/or model of instruction was selected.

- How the program is research-based and is modeled after the intensive reading program and includes all of the following components:
 - (a) The study of organized, systematic, explicit skills, including phonemic awareness, direct, systematic explicit phonics, and decoding skills.
 - (b) A strong literature, language, and comprehension component, including narrative and expository text, with a balance of oral and written language.
 - (c) Ongoing diagnostic techniques that inform teaching and assessment.
 - (d) Early intervention techniques. [Education Code Section 424 (b)] The applicant will describe how instructional materials adopted by the State Board of Education (grades K-8) and/or by the local governing board (grades 9-12) will be used.
 - A plan for evaluating the effectiveness of the services in increasing student achievement in English language and literacy. The applicant will provide information on the process and indicators used to evaluate pupil improvement toward becoming fully English proficient. Indicators will include results of the English Language Development exam (as available), other state approved assessments of proficiency if the instruments have been proven to be valid and reliable [Education Code Section 422 (a), 422 (d)(3)], redesignation rates, the Standardized Testing and Reporting Program, and the Academic Performance Index. Grantees will be required to provide any data necessary for the independent evaluation and as requested by the California Department of Education.
 - A proposed program budget and budget narrative that appropriately comply with the statutory requirement that at least 90 percent of the funds received will be used for direct services or instructional materials [Education Code Section 424 (3)(c)]. Meeting this requirement is a necessary condition for receipt of funds.
7. Applications will be reviewed and scored on a competitive basis by panels of California Department of Education staff, State Board of Education representatives, and field representatives. Points will be assigned for each major component of the application based on the quality of the application and the degree to which the applicant has addressed the application requirements.
8. Priority points will be assigned to applications that demonstrate evidence of:
- Strong need based on the percent of English language learners in the applicant's service area
 - Instruction to be provided by fully qualified and credentialed teachers whose training is aligned to state core content standards, particularly English-language arts content standards, and standards-based instructional materials to be used in the program
 - Instructional materials for every student that are aligned to state standards
 - Use of state and local assessments to alter instruction to improve academic achievement
 - Collaboration or partnerships with providers of successful programs for English language learners.
- Districts with the largest percentage of English language learners may have priority for funding. At least 70% of the points available will be for standards-based instruction, curriculum, and professional development.

9. Those applicants reaching an adequate score will then be funded in order of highest scores to lowest acceptable scores within the available funding.